



## Jonesville Middle

131 North Main Street  
Jonesville, South Carolina

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	107 Students	
<b>Principal</b>	Floyd Lyles	864-674-5272
<b>Superintendent</b>	Dr. David L. Eubanks	864-429-1740
<b>Board Chair</b>	Dr. Wanda R. All	864-429-0746

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Below Average</b>
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

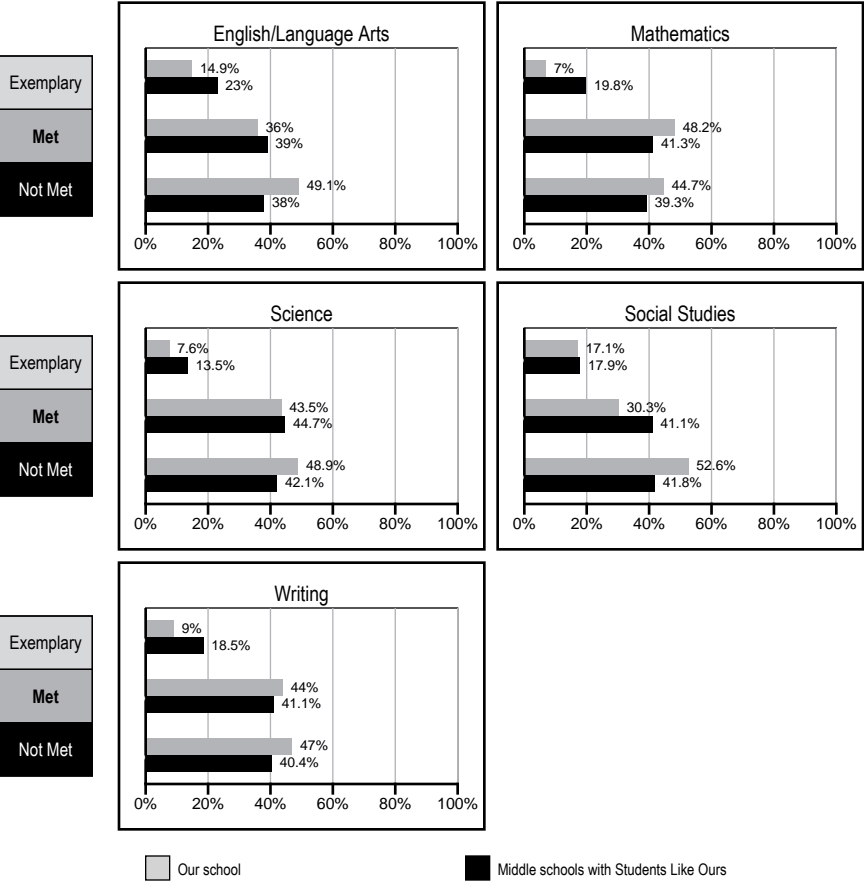
99%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	1	28	16	3

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms	
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	85.7%	91.9%
English 1	85.7%	90.2%
Physical Science	92.9%	94.8%
US History and the Constitution	N/A	N/A
All Subjects	88.1%	91.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=107)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	14.0%	Down from 14.8%	18.3%	21.6%
Retention rate	1.9%	Down from 5.5%	1.7%	1.2%
Attendance rate	96.3%	Up from 96.0%	95.5%	95.9%
Eligible for gifted and talented	16.2%	Up from 14.2%	11.5%	14.8%
With disabilities other than speech	16.2%	Up from 14.2%	14.1%	12.6%
Older than usual for grade	5.6%	Up from 4.7%	3.6%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.0%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=10)</b>				
Teachers with advanced degrees	20.0%	Down from 27.3%	56.1%	56.9%
Continuing contract teachers	70.0%	Up from 63.6%	67.6%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 20.0%	8.8%	5.3%
Teachers returning from previous year	66.3%	Up from 61.7%	78.1%	82.9%
Teacher attendance rate	92.5%	Down from 92.8%	95.3%	95.2%
Average teacher salary*	\$43,426	Up 2.1%	\$45,812	\$46,599
Professional development days/teacher	5.6 days	Down from 9.2 days	11.4 days	10.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	13.8 to 1	Down from 16.9 to 1	18.9 to 1	20.1 to 1
Prime instructional time	88.6%	Up from 87.4%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.9%	Up from 83.3%	97.8%	97.8%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$9,930	Up 39.6%	\$8,062	\$7,645
Percent of expenditures for instruction**	57.3%	Down from 60.2%	63.0%	63.4%
Percent of expenditures for teacher salaries**	52.7%	Down from 56.1%	55.2%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Students and teachers at Jonesville Middle School had a successful 2008-2009 school year. As our second year as a middle school, many efforts were made toward successfully accomplishing our goals.

We were very pleased that the The Academic Challenge Team competed in the Academic Festival and won overall in the Old English Consortium division. This was the first time we have ever won as a middle school.

The Special Education students PACT scores increased over a 30% margin as compared to the previous year.

Students in the Physical Science class participated in the Carowinds Coastermania Contest. Although this year's class did not win, the students learned a lot about physics as they worked after school on their models.

This year marked the second year that middle school students could earn at least one high school credit toward a diploma in the areas of Physical Science, English, and Algebra I. We continued to show improvements in our 8th grade classes offered for high school credit. The Physical Science class had a 95% passing rate on the End of Course Exam. Keyboarding students could gain proficiency in Keyboarding and take Integrated Business Applications 1 their freshman year. This year, 92% of all eighth graders achieved proficiency in Keyboarding.

Students are given the opportunity to choose electives they are most interested in, such as Art, Music, PE, Band, Introduction to Computers, Keyboarding, Tuned into Reading, Business and Career, and our new elective Plugged into Math.

Our faculty continues to analyze data obtained from MAP (Measures of Academic Progress) and benchmark testing. Academy Time was improved this year. Students were grouped according to their MAPS/Benchmarks scores so that the Academy teacher could concentrate on moving one or two groups of students up one level instead of moving several groups of students to different levels.

Teachers were able to post lesson plans electronically through the use of OnCourse. Teachers were also able to allow other teachers to view their lesson plans on an individual basis. This led to collusion among teachers to allow them to teach related topics simultaneously.

JMS students were also active in the many extracurricular activities offered: band, volleyball, basketball, football, softball, baseball, track, golf, cheerleading, Beta Club, SGA, yearbook, and First Priority.

In conclusion, while our students did not achieve the state-mandated levels, they did improve in their classes. Our students have learned a great deal this year, and we expect them to carry that into the next year, both at Jonesville K-8 and Union County High School.

Michelle James - Principal

Leigh Kerr - SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	48	28
Percent satisfied with learning environment	78.6%	81.3%	85.7%
Percent satisfied with social and physical environment	86.7%	83.3%	89.3%
Percent satisfied with school-home relations	66.7%	89.6%	78.6%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 11 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	104	100	50	38	12	56	78.2	82.8	No	Yes
<b>Gender</b>										
Male	47	100	57.8	33.3	8.9	48.9	75.5	79.3	N/A	N/A
Female	57	100	43.6	41.8	14.5	61.8	80.9	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	67	100	40.9	43.9	15.2	63.6	83.7	89.5	Yes	Yes
African American	34	100	64.5	29	6.5	41.9	69.5	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	18	100	N/AV	N/AV	N/AV	29.4	52.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	72	100	58.8	33.8	7.4	47.1	73.7	75.5	No	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	104	100	46	46	8	66	77.2	78.9	Yes	Yes
<b>Gender</b>										
Male	47	100	44.4	46.7	8.9	68.9	76.8	77	N/A	N/A
Female	57	100	47.3	45.5	7.3	63.6	77.6	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	67	100	43.9	45.5	10.6	65.2	82.1	87.2	Yes	Yes
African American	34	100	54.8	41.9	3.2	64.5	69	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	86.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	18	100	N/AV	N/AV	N/AV	29.4	51.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	72	100	48.5	42.6	8.8	67.6	72.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	80	100	44.9	46.2	9	55.1	61.9	67.5
<b>Gender</b>								
Male	36	100	50	44.4	5.6	50	63.3	67
Female	44	100	40.5	47.6	11.9	59.5	60.5	68
<b>Racial/Ethnic Group</b>								
White	49	100	44.9	40.8	14.3	55.1	70.5	79.5
African American	29	100	N/AV	N/AV	N/AV	55.6	47.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	17	100	N/AV	N/AV	N/AV	5.9	34	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	59.6
<b>Socio-Economic Status</b>								
Subsided meals	55	100	49.1	41.5	9.4	50.9	55.4	55.1

**Social Studies**

All Students	79	100	52.6	30.3	17.1	47.4	67.1	72.3
<b>Gender</b>								
Male	37	100	45.7	34.3	20	54.3	68.8	71.5
Female	42	100	58.5	26.8	14.6	41.5	65.2	73.2
<b>Racial/Ethnic Group</b>								
White	53	100	50	30.8	19.2	50	72.7	80.7
African American	23	100	61.9	23.8	14.3	38.1	57.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	81.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	15	100	78.6	14.3	7.1	21.4	41.3	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>								
Subsided meals	56	100	56.6	26.4	17	43.4	61.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	104	100	47	44	9	53	61.1	70.2	96.3	95.6
Gender										
Male	47	100	51.1	42.2	6.7	48.9	55.5	63.2	95.7	95.5
Female	57	100	43.6	45.5	10.9	56.4	67	77.5	96.9	95.7
Racial/Ethnic Group										
White	67	100	39.4	47	13.6	60.6	68.4	79.1	96.1	95
African American	34	100	N/AV	N/AV	N/AV	35.5	49.4	57.6	96.8	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	96.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.3	62.6	97.2	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	N/AV	19.1	26.1	93.6	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	61.2	98.1	97.3
Socio-Economic Status										
Subsidized meals	72	100	50	44.1	5.9	50	53.1	58.9	95.7	95.2

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	55	100	55.6	35.2	9.3	44.4
	8	49	100	43.5	41.3	15.2	56.5
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	55	100	42.6	46.3	11.1	57.4
	8	49	100	50	45.7	4.3	50
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	55	100	44.4	46.3	9.3	55.6
	8	25	100	45.8	45.8	8.3	54.2
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	55	100	53.7	25.9	20.4	46.3
	8	24	100	50	40.9	9.1	50
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	55	100	53.7	38.9	7.4	46.3
	8	49	100	39.1	50	10.9	60.9

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